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ABSTRACT

A case study involved the adaptation of Reading Recovery technique in an attempt to improve the alphabet knowledge of a kindergarten student. Over a 2-week period, recovery techniques were employed in one-on-one sessions, the goal of which was to increase the student's ability to recognize and produce five letters of the alphabet. Assessments showed that the student was able to both recognize and produce three of the five letters consistently. While he did not seem to be able to consistently recognize the remaining two letters, he could produce them on his own. (Three sample lesson plans and a list of eight books used in the session are attached.) (RS)

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Case Study:
Using Reading Recovery Strategies
To Improve the Alphabet Knowledge
of a Kindergarten Student

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Running Head: ALPHABET KNOWLEDGE AND READING RECOVERY

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Abstract

This case study involves the adaptation of Reading Recovery techniques in an attempt to improve the alphabet knowledge of a Kindergarten student. Over a two week period, Recovery techniques were employed in one-on-one sessions, the goal of which was to increase the student's ability to recognize and produce five letters of the alphabet. Assessments at the completion of the study showed that the student was able to both recognize and produce three of the five letters consistently. While he did not seem able to consistently recognize the remaining two letters, he could produce them on his own. This paper explains the procedures employed with the student and makes suggestions for areas for further study.

Chapter 1: Identification of the Subject and Purpose of the Study

Within the walls of every classroom exists a collection of unique individuals, each with special abilities, interests, and needs. Some of these individuals will find success in school with relative ease, while others will require assistance in order to achieve. Although some students will bring with them a wealth of prior knowledge, there will be students who come from backgrounds which have not provided them with this supplementary information. The responsibility of the teacher is to assess each student individually in order to ascertain his strengths and weaknesses and to set reasonable, attainable goals for him. Part of this responsibility involves obtaining additional assistance for those students who may have special needs.

The case study I have conducted involves the use of elements of Reading Recovery with a Kindergarten student named Todd. Todd is an energetic five year old whose achievement in terms of recognition, identification, and production of written material is below normal. Additionally, his knowledge is

inconsistent, varying from day to day, and sometimes varying even within the same day. Todd is at a pre-literate stage in his reading and writing abilities. He often makes elaborate sketches to represent a single letter. Todd can only recognize two or three letters, and this ability is inconsistent at best. Although Kindergartners vary in their levels of ability and progress developmentally at differing rates, Todd appears not to be progressing at all in his pre-reading skills.

Todd has a number of difficulties in the classroom, ranging from behavioral to academic. In January, Todd was discussed at a Roundtable meeting. At another Roundtable meeting in February, his case was reviewed. A Child Study meeting was held in early March, and Todd was referred for a Special Education evaluation. In describing Todd's problems on the Child Study form, his classroom teacher raised the question of whether he might have a visual perception problem, as she feels there is a discrepancy between Todd's visual memory and his auditory memory. His performance in the classroom indicates that his auditory memory is

stronger than his visual memory. Additionally, Todd's extremely short attention span and his high activity level were noted. The other Kindergarten teachers have commented that Todd is probably the most active student in all of the Kindergarten classes. Todd's behaviors are a constant source of disruption, and the classroom system of actions and consequences used to handle misbehavior often have little effect on him. Todd needs one-on-one help to do his work. Todd is very easily distracted, has difficulty focusing on tasks, and demonstrates impulsivity.

While most students in the class are developing sound pre-reading skills, Todd is still struggling with letter discrimination, recognition, and production. While copying written letters and words is a challenging task for Todd, verbalizing information from memory is not. The mnemonic devices used by the Special Educator who works with Todd seem to help him to remember those letters of the alphabet they have worked on together. Todd's production of letters and numbers as well as shapes is still not refined and is random.

I was familiar with Todd's difficulties in the classroom from my experiences with him during my first Teaching Associateship. In designing my study of him, I knew that I wanted to work on finding ways to help Todd function successfully in the classroom. Initially, I targeted his behavior as a potential area for improvement, as he continues to present a discipline problem in the classroom. His actual learning, and not his behavior, however, became the focus of my study. His classroom teacher felt that he might have a visual learning problem, and she expressed an interest in my pursuing that area. After preliminary research, I came to the conclusion that it would be difficult for me to ascertain whether Todd had a perceptual problem, and if so, to attempt to remediate the problem without having had any significant training in this area. Todd's performance in many subject areas in the classroom is extremely inconsistent. I decided to focus on one small aspect of his learning, his alphabet knowledge, as an area to begin trying to remediate.

A survey completed by Todd's mother indicated that

he brings little awareness of print to the classroom environment. She reported that he does not express an interest in reading to her, and that she has very little time to read to him. When they do have time to read together, he enjoys hearing I Spy, Dr. Seuss books, and fairy tales. She remarked that he can sing his ABCs; however, if she writes an alphabet letter for him, he is unable to name it. The only letter he consistently recognizes is "C", a letter in his name. Todd can "read" some words with which he is familiar, for example, McDonald's, Burger King, and Rose's. She indicated that he writes only rarely. He does not write notes, for instance, and he does very little coloring or drawing with pencils. She also answered that she has observed Todd become frustrated about reading and writing. It would seem that this survey indicates Todd had little prior knowledge of print before he began Kindergarten.

Classroom instruction should be developmentally appropriate and child-centered. Students will differ in the rates at which they progress within developmental frameworks. While some students will

learn rapidly, other students may lack the background information prerequisite to such progress. It is the classroom teacher's responsibility to assist such students in finding ways to learn and to be successful. The purpose of my study is to show how teachers can use alternative teaching methods to instruct students who are experiencing difficulty in the classroom. My study focused specifically on alternative methods for learning the letters of the alphabet. Instead of relying solely on large and small group instruction as settings for learning pre-reading skills, one-on-one sessions employing Reading Recovery techniques provided a framework for more intensive work in remediating the difficulties Todd has with letter knowledge, letter production, and phonemic awareness. My study demonstrates that elements of Reading Recovery can be adapted and used by classroom teachers to improve the pre-reading abilities of students who may be experiencing similar difficulties.

Chapter 2: Review of the Literature

Although students differ in the age at which they begin to read, there are some factors that accurately predict whether or not they will experience success in this learning process. Early skill in letter knowledge is one of the best predictors of progress and success in beginning reading achievement (Clay, 1979). This skill is followed closely by the ability to discriminate phonemes auditorially. Research has shown that not knowing letter names is coupled with profound difficulty in learning letter sounds and in word recognition (Adams, 1990). Direct instruction in letter symbols is not necessarily the answer, but with letter knowledge, students can make connections between letter sounds faster, more easily, and with greater confidence. Before a student can begin the task of learning how to express thoughts in print, he must first demonstrate proficiency with the individual elements of the alphabet (Laurita, 1988).

In a study by Durrell, it was found that children who learned to read in the first year of school had acquired a large amount of letter knowledge prior to

their entry to school (Clay, 1979). Many at-risk students have not had the pre-literary experiences that provide a framework for school instruction, and are not able to sort out for themselves the information they receive in school (Pinnell, 1989). They may not even know the meaning of the terms "letter" and "word", much less distinguish those elements in printed material. These students generally continue to struggle once they fall behind, since they are unable to fully participate in classroom activities. Without intervention this cycle continues and increases in scope.

A growing number of children today are considered at-risk, and research tends to show that retention is not a viable solution to this problem (Pinnell, 1989). Additionally, some pull-out remediation programs have been found insufficient and often result in the labeling of these students as "slow learners" (Pinnell, 1989). The first priority is to provide quality education in the regular classroom, but teachers have to find ways to help all students learn to read and write, and sometimes the time devoted to these areas of classroom instruction is insufficient for individual

students. Successful settings for helping students who have fallen behind their classmates include small group or individual tutoring, emphasizing explicit instruction of the "basic elements and processes" (Adams, 1990, p.59).

For children who enter the classroom with little print knowledge, there will be a multitude of considerations of which to be aware. These students may not demonstrate an interest in learning about letter-sound relationships, because they do not see this as relevant information. One can expect that they will require focused study of letter-sound relations and that this will take a significant amount of time. If a student demonstrates difficulty in distinguishing among letter shapes, it follows that they will have little phonemic awareness as well as prior knowledge about letter-sound relationships (Adams, 1990). In terms of the hierarchy in reading instruction, it is imperative that students first acquire a solid visual familiarity with the individual letters of the alphabet (Adams, 1990). Only when this knowledge is secure can instruction in letter-sound relations successfully

occur.

Letter identity can be a difficult concept to master. First, letters are abstract symbols (Temple, 1993). They are also extremely confusable. Definite rules govern the production of letters and permutations such as reversals are not permissible in the system (Laurita, 1988). Learning letters takes time and visual attention; exposure alone is insufficient. Children must pay attention in order to learn the system, and what's more, they must want to learn (Adams, 1990). For the child experiencing difficulty, it is not enough to provide him with only one system of making discriminations between letters (Clay, 1979). Teachers should, instead, assist such students in finding ways to be successful in making sense of this system according to their individual needs. The individual student's strengths and weaknesses would be taken into account in this process.

Reading Recovery is an early intervention program developed by Marie Clay and designed to assist young children at risk of failure in learning to read. The program is preventive rather than remedial in nature.

Reading Recovery operates on two assumptions. The first of these is that through detailed observation of a child as he reads and writes, it is possible to identify what that child knows and needs to know. Second, children who are not developing good reading behaviors independently can be taught these behaviors (Opitz, 1991). The program is based on a view of children as active learners, who construct their own knowledge. Reading Recovery helps children learn and use phonics within meaningful written contexts.

Reading Recovery originated in New Zealand and has since been utilized in the United States. After over ten years of experience with Reading Recovery in New Zealand, studies indicate that students progress in the program and continue to progress after release regardless of their sex or socioeconomic status (Pinnell, 1990). Research in Ohio employed a comparative study, the results of which indicated that those students served in Reading Recovery programs achieved at higher levels than those students who received other assistance (Pinnell, 1990). The evidence in other studies continues to indicate that

Reading Recovery programs have both immediate and long-term effects.

Pinnell, DeFord, and Lyons reported on the unique features of Reading Recovery in their monograph on the program (Pinnell, DeFord, & Lyons, 1988). First, Reading Recovery is an intervention rather than a remediation program, and seeks to teach students the strategies they will need in learning to read. It offers short-term extra help and builds on strengths that children already have. Children learn to be independent once they learn problem-solving strategies. The program is flexible and responsive to students' needs because it is not based on any one set of texts or on one specific method. Reading Recovery is action-oriented, stemming from its assumption that students are active learners. The goal is to enable participation in the regular classroom; these students are expected to make accelerated progress to that end. Reading Recovery connects reading and writing, as they are viewed as reciprocal processes. Instruction is individualized and a Reading Recovery teacher must use her expertise and judgment to plan appropriate goals

and lessons. Students focus on meaning in reading, but are encouraged to look to letter-sound information as cues and strategies. Staff development is imperative and specific programs are established for this purpose. Finally, the entire school system must demonstrate a commitment to this program in order to ensure that it continues to produce the desired results.

Students in Reading Recovery meet daily with a teacher trained in Reading Recovery techniques. These sessions occur in addition to regular classroom reading instruction. In these 30-minute, one-on-one sessions the student is engaged in reading and rereading several short books that employ natural language patterns as well as in composing and writing a message. Reading and writing are viewed not as independent processes, but as processes inherently tied together. This reciprocal relationship is emphasized and "students are taught to develop and use effective strategies that proficient readers use" (Lyons, 1991, p.386). A typical Reading Recovery lesson consists of the following components: 1) Rereading familiar stories for fluency, 2) Taking a running record of the student's

text reading for reading behavior and error analysis, 3) Working with letters if that is a weak area for the student, 4) Writing a message or story, and 5) Reading a new book.

"Children must learn to attend to print detail in certain orders for letters, and for words" (Clay, 1985, p.69). If a child considers this difficult or boring, as do children with little prior print knowledge, he will not focus his attention on print detail as much as he should if he is to succeed in learning to read. "A child who only knows a few letters and words is probably not using visual signposts or cues. Ways of looking at print and searching for cues must be established" (Clay, 1985, p.65). Reading books is enough for some children; they will discover a great deal as they read. Others do not take this active, independent approach to learning about print, and they will need assistance. Some Recovery procedures aimed at learning about print include modeling letter formation, practicing writing letters, and making an alphabet book with keyword pictures for each letter. The goal of such procedures is to start with the known

and progress gradually to the unknown.

With this knowledge, I devised a series of one-on-one sessions, incorporating the Reading Recovery lesson format as well as Recovery procedures for targeting letter name knowledge. I wanted to adapt these strategies into a plan to fit the needs of the student being studied (Reading Recovery is traditionally utilized with first graders, not Kindergartners) as well as the amount of time involved in the study (Pinnell, DeFord, & Lyons report that children typically leave the program with 12-16 weeks [1988, p.2] while my study was only two weeks long).

Chapter 3: The Design of the Study

The student I chose to work with is a five year old male named Todd. Todd attends Kindergarten in an elementary school in Albemarle County, and the developmental class he is in is structured around a literature-based, whole language program. In addition to whole class instruction, students work on language skills in centers, read books they have chosen themselves, and write daily in their journals. According to assessments and evaluations conducted by the classroom teacher, it seems that Todd is learning at an extremely slow rate compared to the other Kindergartners in the class. Todd can recognize only a few letter forms, and this knowledge is extremely inconsistent. The same is true of his abilities in letter production. His classroom teacher is concerned that Todd will not be prepared for first grade. Based on her evaluations, she suspects Todd may have a visual learning problem.

Todd's problems in the classroom are not limited to those academic in nature; Todd presents a consistent discipline problem. The types of behaviors he exhibits

as well as the frequency of these behaviors have led his teacher to suspect that he may have Attention Deficit Disorder or a similar type of learning disability. As a result of the Roundtable and Child Study meetings held on Todd's behalf, a full evaluation for Special Education referral will be completed by the conclusion of the school year. In the meantime, his teacher continues to try to find ways for Todd to progress as well as to manage his disruptive behaviors.

Initially, I assessed Todd's abilities in several different areas. I evaluated the consistency with which he was able to recognize alphabet letters, numbers, colors, and shapes by evaluating him on two consecutive days. I found him to be extremely inconsistent in these two testing situations, as well as within the same session. I then chose to focus my study further by targeting alphabet knowledge as an area to work on. Due to the time constraints of my study, Todd's attention span, and his previous knowledge, I limited my study to just five letters of the alphabet.

Based on my research, I chose not to take a

process training approach, but to seek more behavioral strategies instead. Such strategies would be concerned with "improving skills that are components of academic responses" (Hallahan, Kauffman, & Lloyd, 1985). These would focus on the skill involved in the academic process and would include behavioral aspects such as task analysis, modeling, and reinforcement. It is not clear that perceptual training is successful in remediation of difficulties, as there are several questions and issues surrounding their use. First, the controversies suggest that it is unclear how well visual, visual-motor, or other perceptual disabilities can be measured. Additionally, it has not been demonstrated conclusively that perceptual difficulties cause problems in academic learning. The effectiveness of perceptual training has also been called into question. Not knowing whether Todd in fact has such a perceptual problem, I chose to seek a behaviorally-based intervention. Hallahan, Kauffman, and Lloyd recommend the use of such interventions for perceptual problems particularly if the student is experiencing difficulty in the early stages of learning to read

(Hallahan, Kauffman, & Lloyd, 1985).

I chose five specific letters to work on with Todd: J, K, O, M, and T. My goal was for him to learn and demonstrate the ability to recognize and produce these letters using the strategies I employed in our sessions. I chose "J" because it is in his name and he consistently confuses it with another letter in his name. "K" was chosen because in my initial evaluations of him, he often called letters he did not know "K". "M" and "T" were both selected because they are consonants which occur quite frequently in print. To add a vowel to our selection, I chose "O". I did not want to use any letters A through H, because he has been working on these daily with a Special Education teacher.

After reading studies on the success of Reading Recovery with first graders, I decided to adapt aspects of Reading Recovery to meet Todd's needs. I looked specifically at Recovery techniques aimed at learning to look at print as well as those intended to improve letter knowledge. Then, in order to present the new information in a meaningful context, I designed a

lesson format very similar to that employed in Reading Recovery. Over a two week period, we worked together in one-on-one sessions every morning for forty-five minutes. All of these sessions were conducted outside of the classroom in a glass room where Todd would not be distracted by his classmates or by any other stimuli.

I felt it important for Todd, a student who does not always express an interest in reading, to see the activity as worthwhile and enjoyable. We started each session by reading an alphabet book. We also listened to a tape of one specific book, an activity which Todd enjoyed immensely. The next portion of the session focused on discussion and practice in actual production of a specific letter. The strategies employed were aimed at directing Todd's attention to the visual feature of the letter, an area which seems to be difficult for him. I would model how to write the letter on paper while reciting a short mnemonic phrase. Then I would model how to write the letter in the air, repeating the mnemonic. Next I would hold his hand while he made the letter in the air, again reciting the

mnemonic phrase which described how to make the letter. Finally, Todd would write the letter on his own.

Next, we would read a simple book which illustrated the new letter, emphasizing the initial sounds in order to demonstrate the connection between the letter and that sound. I used Jane Belk Moncure's series for this purpose. While reading the book, I would also have Todd point to the letter in the text. Our next activity was to create a page for Todd's "Alphabet Book" in which he would select a picture for the letter being studied. Combining the letter with a keyword and a picture helped Todd see that these symbols do not occur merely in isolation. The next component of the lesson involved writing a message in his writing book. This usually consisted of practice in that letter alone for Todd, whose writing abilities are extremely limited. The writing component was still highly important, however, in these sessions. Having to write each letter and check it required Todd to think about the letter actively and critically, in addition to merely recognizing its visual image (Adams, 1991). As articulation is involved in this beginning

writing process as well, it follows that the student will benefit from this combination of visual, motor, and phonological images of the letter. We concluded the lessons by rereading a familiar book, or by introducing, reading, and discussing a new alphabet book.

In lessons focused on reviewing the letter being studied, the same structure was employed, with the addition of some components. To focus on production of the letter, while working on his flexibility in handling that letter, I had Todd form the letter out of clay. Also, I had him form the letter out of some material that started with that letter, for example, a J made of jelly beans. To work on potential letter confusions, I had Todd select the letter being studied from a group of foam alphabet letters. The idea in all of these activities is that by writing, creating, and handling the letters so many times and in so many different ways, he would become more consistent as the letter was overlearned.

At the end of the two week period, I assessed Todd on letter recognition and letter production. I

compared this to the initial assessment, given on the first day of the study, to determine what kind of improvement he made over the course of our sessions. I also assessed Todd a week after the study was concluded in order to find out what letters he could still recognize and produce on his own.

Chapter 4: Results and Analysis of the Study

In the preliminary assessments I made of Todd it was apparent that his letter naming ability was inconsistent. On the first day, he correctly named the letters B, C, E, F, J, and O. The second day he was able to correctly name B, C, F, H, O, and S. Additionally, on this occasion he initially called E and J by a different letter name, but then corrected himself. After deciding which letters I would focus on, but before I started our sessions, I assessed him again. This time he correctly named the letters A, C, F, L, and O. At this point I also assessed his ability to produce letters, asking him to write any letters he knew. The only letters that he could make and name correctly were B and C. He did write the letter J, but he called this C. The rest of the forms he made were not recognizable letters, but he did assign letter names to them.

My hypothesis at the outset of the study was that after a two week period of daily on-on-one tutoring sessions utilizing techniques from the Reading Recovery program, Todd would be able to recognize and produce

five letters of the alphabet which prior assessments showed he did not know. The five letters we worked on were J, K, O, M, and T. On the last day of the two week period, I assessed Todd's letter naming ability once again. On this occasion he correctly identified the letters A, B, C, D, E, J, K, O, and X. He demonstrated an ability to recognize three of the five letters we had focused on: J, K, and O. When I asked him to write any letters he knew, Todd wrote the letters J, K, O, and T on his own and was able to correctly identify them as well. Only when prompted did he make an M. A week and a half after our sessions were over I assessed Todd once again. He was able to correctly identify the letters A, B, C, D, E, J, K, and O. He called the letter M "K", and he called T "M". Again, he was able to recognize three of the five letters we had worked on: J, K, and O. When asked to write any letters he knew, Todd wrote the letters A, J, K, M, O, and T. These included all five of the letters we had covered. From the results of the sessions and the assessments, I have concluded that the Reading Recovery techniques I used with Todd were partially

successful because he was able to consistently recognize and produce three of the five letters I planned for him to learn.

Several factors influenced the successes of the sessions with Todd. One such factor was time. During the first week, we spent one day each on the letters J, K, and O, as well as one day reviewing J and K. During the second week we lost one day because of a special classroom activity, and the session planned for review of the letter T had to be terminated because Todd was not feeling well. As a result, we did not spend as much time covering and reviewing the letters M and T as compared to the other three letters we worked on. Another factor which most likely contributed to the success of the Reading Recovery techniques may have been the individualized instruction and attention that Todd received. In a regular classroom a teacher may only be able to spend a short time with each student. As is the case with Todd, that student may go off task or need individualized assistance for explanation of a concept. Reading Recovery is a program in which students are instructed in a one-on-one session with a

trained instructor who is able to keep the student on task, to immediately identify trouble spots, and to provide him with immediate feedback on his progress. Another factor, Todd's prior familiarity with the letters, most likely had an effect on the results. Todd is familiar with the letter J because it is in his name, although he often confuses it with another letter. Also, Todd was able to identify the letter O fairly consistently in initial assessments. Conversely, the letters K, M, and T were not among the letters which Todd correctly identified or produced in the assessments completed prior to the study.

During the one-on-one sessions, Todd was able to work with these five letters using a variety of modalities; he worked with the letters visually by looking at them, copying them, and identifying them in print. He worked with them auditorially by repeating mnemonic devices describing production of the letter. In tactile activities, he manipulated materials such as clay to form the letters in addition to merely writing them. From observing Todd over the course of the sessions, it became clear to me that the mnemonic

devices assisted him greatly in producing the letters as well as in remembering their names. Whereas on the last day of the study he still demonstrated difficulty in copying a letter when an example was in front of him, he could make the letter or recall its name if he repeated the mnemonic chant for that letter. This seems to reinforce the suspicions of Todd's classroom teacher; that is, he may indeed have some type of perceptual, or more specifically, visual learning, problem. This is a possibility that should be explored during the evaluations being completed for Special Education referral with Todd. If he does indeed have such a problem, recommendations could then be made for addressing this area of his learning.

Chapter 5: Conclusions

The lesson plans devised utilizing Reading Recovery techniques have increased Todd's ability to recognize and produce at least three of the five targeted letters. The lesson plan format and the strategies employed in this study were adapted from the Reading Recovery program. The lessons focused on alphabet knowledge, but presented this knowledge in a meaningful context. In addition to working on the specific letters, books which focused on specific letters as well as alphabet books were read, and messages were written by the student. As a result, reading and writing were presented as related processes. Techniques were used that required the student to focus on the visual aspects of print. The student had varied opportunities to work with each of the letters and to practice recognizing and writing them.

I would recommend that strategies similar to those employed in this study continue to be used with Todd. The focus and repetition involved in such lessons provide opportunities for the letter forms to become

"overlearned." Additionally, Todd attends and behaves better in a one-on-one session, and as a result, benefits from this type of setting. By presenting reading and writing as related and enjoyable activities, the idea that these activities are worthwhile was reinforced for Todd. On one occasion during the study, Todd proudly "read" Chicka Chicka Boom Boom to his fifth grade Book Buddy, and seemed pleased with the praise he received for doing so. At the conclusion of the study, Todd was able to recognize and produce consistently at least three letters, an ability which he had not demonstrated at the outset. He was able then to extend his writing repertoire by using these letters in his daily journal writing. It seemed that Todd was showing more interest in reading and writing, and I believe this was in part a result of the work we did together.

Students must learn to recognize the letters of the alphabet. Indeed, letter shapes should be "highly familiar and discriminable to...children before they are faced with the tasks of learning the letters' sounds or, more generally, of learning to read words"

(Adams, 1991, p.362). If students enter school without the background knowledge in the area of print awareness, they will most likely not have the necessary letter name knowledge. These students should receive instruction in letter recognition so that they may progress in their reading ability. Classroom teachers must assess the needs of the individual students whom they teach, and plan instruction to meets those needs. For students experiencing difficulty in the area of letter recognition or production, Reading Recovery techniques can be adapted and employed to foster success.

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Appendix A - Sample Lesson Plans

Day 2 - Tuesday March 23, 1993

Lesson Plan for Tutoring Session

Objectives
1. Student will demonstrate the ability to recognize the letter "J" in printed material by pointing to it.
2. Student will demonstrate the ability to produce the letter "J" by writing it several times.

Lesson
Part 1 - Reading: Focus on the Alphabet
1. Read Chicka Chicka Boom Boom by Bill Martin, Jr. and John Archambault.

Part 2 - Introduction of the Letter "J"
1. Introduce the letter "J" by showing the letter in print.
2. Model the movements of making the letter vertically in the air, saying, "We make it like this."
3. **Identify the letter by *movement*.** Hold his hand and guide him through the movements.
4. **Describe the movement *verbally*.** Say, "Down and around at the bottom."
5. **Provide a *visual* model.** Write the letter in a book (of blank pages for writing) and ask him to write it (several times) as well for practice.

Part 3 - Read a book focusing on the letter "J"
1. Read My "J" Sound Box by Jane Belk Moncure.
2. While reading, have student identify the letter in print by pointing to it.

Part 4 - Make Alphabet Book
1. From a page of pictures, student will select one to go on the "J" page of an alphabet book.
2. Cut out the picture and glue it on that page.
3. Write both the upper and lower case forms of the letter. Then write the upper case form again.

Part 5 - Writing
1. Student will write a message in his book, using the letter "J".

Part 6 - Read Alphabet Book
1. Time permitting, reread Chicka Chicka Boom Boom.
Evaluation: Was student able to recognize "J" in print? Could he make a "J" himself?

Day 3 - Wednesday March 24, 1993

Lesson Plan for Tutoring Session

Objectives
1. Student will demonstrate the ability to recognize the letter "K" in printed material by pointing to it.
2. Student will demonstrate the ability to produce the letter "K" by writing it several times.

Lesson

Part 1 - Reading: Focus on the Alphabet
1. Reread Chicka Chicka Boom Boom by Bill Martin, Jr. and John Archambault. Listen to the tape.

Part 2 - Introduction of the Letter "K"
1. Introduce the letter "K" by showing the letter in print.
2. Model the movements of making the letter vertically in the air, saying, "We make it like this."
3. **Identify the letter by *movement*.** Hold his hand and guide him through the movements.
4. **Describe the movement *verbally*.** Say "Make a straight line, but we're not done. Start in the middle, go up and down."
5. **Provide a *visual* model.** Write the letter in a book (of blank pages for writing) and ask him to write it (several times) as well for practice.

Part 3 - Read a book focusing on the letter "K"
1. Read My "K" Sound Box by Jane Belk Moncure.
2. While reading, have student identify the letter in print by pointing to it.

Part 4 - Make Alphabet Book

1. From a page of pictures, student will select one to go on the "K" page of an alphabet book.
2. Cut out the picture and glue it on that page.
3. Write both the upper and lower case forms of the letter. Then write the upper case form again.

Part 5 - Writing
1. Student will write a message in his book, using the letter "K".

Part 6 - Read Alphabet Book
1. Time permitting, reread Chicka Chicka Boom Boom.

Evaluation: Was student able to recognize "K" in print? Could he make a "K" himself?

Day 4 - Thursday March 25, 1993

Lesson Plan for Tutoring Session

Objectives
1. Student will demonstrate the ability to recognize the letters J and K in printed material by pointing to them.
2. Student will demonstrate the ability to produce the letters J and K by writing them several times and by working with them tactually.

Lesson

Part 1 - Reading: Focus on the Alphabet
1. Reread Chicka Chicka Boom Boom.
2. Can he identify J and K by pointing to them in the text?
3. Have him recite the alphabet with and without the letters in front of him.

Part 2 - Focus on Production of the Letters
1. Ask him to show me how to make the letter J in the air.
2. Ask him to write the letter J for me in his writing book.
3. Ask him to make the letter J out of modeling clay. out of jelly beans.
4. Repeat these procedures for the letter K. (Keys).

Part 3 - Recognition of the Letters J and K
1. Go back through each of the Moncure books, having the student identify the letters being studied by pointing to them.
2. Using a collection of foam letters spread out on the table, have student select all the Js.
3. Repeat the procedure for the letter K.

Part 4 - Alphabet Book
1. Review the pages of the alphabet book that we have completed in the previous two lessons.
2. Does he demonstrate that he recognizes and can name these letters? That is, can he identify them, and can he identify the picture he chose to represent those letters?

Part 5 - Writing
1. Student will write a message in his writing book, using the letters J and K.

Part 6 - Read Alphabet Book
1. Time permitting, reread Chicka Chicka Boom Boom.

Evaluations: Was he able to recognize J and K? Could he make the letters himself?

Appendix B - Books Used In Sessions

Hoban, Tana. A, B, See! New York: Greenwillow Books, 1982.

Martin, Jr., Bill and John Archambault. Chicka Chicka Boom Boom. illus. Lois Ehlert. New York: Scholastic, Inc., 1989.

Moncure, Jane Belk. My "j" sound box. illus. Linda Sommers. Illinois: The Child's World, 1979.

Moncure, Jane Belk. My "k" sound box. illus. Linda Sommers. Illinois: The Child's World, 1979.

Moncure, Jane Belk. My "m" sound box. illus. Linda Sommers. Illinois: The Child's World, 1979.

Moncure, Jane Belk. My "t" sound box. illus. Linda Sommers. Illinois: The Child's World, 1979.

Moncure, Jane Belk. Short o and long o play a game. illus. Helen Endres. Illinois: The Child's World, 1979.

Seuss, Dr. Dr. Seuss's ABC. New York: Random House, Inc., 1963.